

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, especially in Indonesia, there are so many learning resources that can be used to help the students and teachers in teaching and learning process. One of the ways to help students and teachers are textbook. Textbook is tool of teaching and learning process. According to Cunnings Worth (1995) in Hafizah N. Siti, & Zainili Yett. (2019). states that using a textbook aims to prepare a set of practices based on the teaching materials. Besides, the textbook also aims to help the students in achieving their goals and their needs.

According to Bloom's (1956) defines six difference levels in the cognitive domain. The Bloom's mentioned cognitive domain is divided into two parts, there is the lower order thinking skill (LOTS) includes remembering, understanding, and applying and high order thinking skill (HOTS) includes analyzing, evaluating and creating.

The Ministry of Education and Culture in Indonesia has been implemented the curriculum 2013 to focus in the student-centered rather than teacher-centered. The implementation of curriculum 2013 fell into the textbook. Reading comprehension questions in English textbook will prove the implementation of curriculum 2013 by using higher order thinking skill.

According to revised curriculum 2013, students should be enhanced in 4 main integrated aspect in lesson plan, comprising character building, literacy, 4C (Creative, Critical Thinking, Communicative and Colaburative), and higher order thinking skill (HOTS).

Bloom's Taxonomy is appropriate apply in reading questions in order to get more critical comprehension. Bloom's Taxonomy offers six levels of thinking namely, *knowledge, comprehension, application, analysis, synthesis, and evaluation*. However in 2001, Karthwol has been Revised Bloom's Taxonomy. the terminology used in cognitive dimension of revised Bloom's Taxonomy had been changed into verb from noun. The cognitive dimension process includes, *remembering, understanding, applying, analyzing, evaluating, and creating*. *Remembering, understanding, and applying* are categorized as lower order thinking, while *analyzing, evaluating, and creating* are categorized as higher order thinking.

Higher order thinking skill is now being very crucial in education world. It emphasize students to have the ability to analyze, evaluate, and create an idea related to the problems faced at schools or in social lives. It should be improved by applying it in teaching and learning process. Teachers play a crucial role to enhance their students' higher order thinking skill.

Since the Indonesian curriculum has been changed to be curriculum 2013, the government through the Quality of Education Insurance Institutions (LPMP) requires the teachers to assist students to emphasize their critical thinking. It includes analyzing, evaluating, and creating which is usually called HOT (Higher Order Thinking). The government expects that the students will be more critical and analytical in their thinking so they can solve the problems the face in their daily lives.

In addition, a textbook can also be a guidance for a teachers and students in educational process especially in learning language. Hutchinson and Tores (1994) believe that textbook is an almost universal instruments of ELT teaching. The Ministry of Education and Culture claimed students textbook are worthy to be used in teaching learning process. This has put textbooks as the main support for teachers in teaching learning process.

To fulfill the need of students' textbook, the government supplies and distributes them to all provinces in Indonesia. In writing textbook, there are some criteria which authors should consider, such as: its usefulness for students as well as teachers, its writing accuracy, its format should be eye-catching, etc. Author of textbook also should consider another criterion relating to HOTS, which addresses skills of analyzing, evaluating, and creating in the activities inside textbook in order to emphasize students' HOTS.

In fact, based on the writer's experience when observation study about *English Specific Purposes (ESP)* in SMK Tritech Informatika Medan that used English Textbook still provide the activities in lower order thinking skill level (LOTS), the textbook entitled *Bahasa Inggris Siswa SMA/SMK/MA/MAK Grade X* published by the Ministry of Education and Culture. For this reason, the writer needs to do an analysis on the textbook entitled *Bahasa Inggris Siswa SMA/SMK/MA/MAK Grade X* published by Ministry of Education and Culture. If the task only applies much low order of thinking, the critical thinking of students will not be developed as well as if the task applies balance higher order of thinking. The critical thinking of students is useful for students to solve their problems easier and systematically.

Based on the explanation above, this research is aimed to analyze the cognitive levels of reading questions in English Textbook "Bahasa Inggris Siswa Kelas X SMA / MA / SMK / MAK" published by the Ministry of Education and Culture by using Cognitive Dimensions of Revised Taxonomy Bloom's. This book was published by The Ministry of Education and Culture. After analyzing the reading questions, the writer composed the new questions for all reading questions in the text of textbook to meet the demand of the higher order thinking skill based on Revised Bloom's Taxonomy.

B. The Problems of Study

Based on the background of the study above, the author identifies the problems of study is formulated as follow:

1. What are reading comprehension questions presented in the textbook "Bahasa Inggris Siswa Kelas X SMA / MA / SMK / MAK" published by the Ministry of Education and Culture compatible with using High Order Thinking Skill (HOTS)?
2. What is the dominant cognitive dimensions applied in reading comprehension questions in "Bahasa Inggris Siswa Kelas X SMA / MA / SMK / MAK" published by the Ministry of Education and Culture?

C. The Objectives of The Study

Related to the questions, the aims of the author of analyzing the English textbook used in Syariah Banking Departments of SMK Tritech Informatika Medan are to describe:

- To identify reading comprehension questions in English textbook by using high order thinking skill (HOTS).

- To find out the dominant cognitive dimensions of revised bloom's taxonomy in reading comprehension questions in textbook "Bahasa Inggris Siswa Kelas X SMA / MA / SMK / MAK" published by the Ministry of Education and Culture.

D. The Scope of Study

Textbooks contain several types of text including transactional text, descriptive text, recount text, announcements, and narrative text. recount text is the most dominating text in a textbook.

This study focuses and is limited to the analysis of reading comprehension questions in each type of text in English textbooks using high-level thinking skills in Class X SMK Tritech Informatics Medan which applies the revised cognitive dimensions of bloom taxonomy. The aim will be to identify reading comprehension questions in English textbooks based on the HOTS category and cognitive dimensions and also whether it is dominant to apply HOTS rules.

The data used are collected and registered the questions in the reading comprehension task and then calculate the percentage and frequency of each level of cognition in each separate book chapter in all the combined book chapters.

E. The Significance of Study

The result of the study are expected to contribute to teachers and students both theoretically and practically:

1. Theoretically.

To develop students' English learning especially about reading comprehension questions according to Higher Order Thinking Skill (HOTS) category and knowledge dimensions and 2013 curriculum.

2. Practically.

a. For English Teacher

By knowing the needs and discussion of reading comprehension questions based on the HOTS rules in the textbook, teachers can provide and teach students reading comprehension questions appropriately.

b. For Students Grade X

By realizing and understanding reading comprehension questions, they can work on the questions well and as preparation for The National Examination (UN) and SBMPTN, CPNS, and also ready to take part and contribute to sustainable development (SDGs).

c. For Authors and Publishers of English Textbook

The result of this study can be used as additional information in writing or publishing English textbooks based on the Curriculum 2013 especially for the Grade X of vocational school especially in writing reading and reading comprehension questions which should refer to the High Order Thinking Skill (HOTS).

d. For Other Authors Who Conduct Related Research.

This can be used as source of information for other authors to who are interested in conducting further research or relevant research.